



# National Congress Bulletin

SEPTEMBER 1951

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## • MEMBERSHIP • PROCLAMATION

**F**OR protection against the enemies that threaten us and the free way of life we cherish, America is building strong military and economic defenses. But not all our enemies are outside our gates. Some are in our midst, and against these enemies, too, we must build the strongest of defenses. Boring from within, they seek to discredit the institutions we hold most dear—the school, the home, the community in which we live. Because they hide under many guises our first task is to unmask them; our second, to defeat them.

- Unfair attacks have been directed against the public schools, attacks that seek to undermine the faith of the American people in the most completely democratic institution we have. No one is quicker than parents and teachers to welcome honest criticism of our schools, but the seeds of irrational distrust must not be allowed to thrive and spread. Today as never before we must be on the alert to give our schools our undivided allegiance, our clearest thinking.

- As for the home, here too corrupting influences are at work. Too many marriages hastily contracted and casually dissolved result in broken homes and broken lives. Concern for the welfare of children gets lost in this shuffle of selfish desires. Clearly there is need for a reawakened love of home, for more marriage and family counseling services, and for more sensible laws to safeguard the institution of marriage.

- Finally, the community itself is in danger. Dope peddling, gambling, poor sportsmanship, a general loosening of moral and spiritual values—all these have shocked the American people in recent months. Their presence in our communities is a constant menace and contradiction to the development of healthy personalities and an indication that there is need for the united strength of all responsible people.

- Now, therefore, I, Anna H. Hayes, president of the National Congress of Parents and Teachers, mindful of the citizen child and his destiny in a free world, designate the month of October as membership enrollment month. I appeal to every parent and teacher to volunteer for this patriotic service. With faith in our cause and confidence in our united strength, I have set my hand and the seal of the National Congress of Parents and Teachers to this proclamation.

Mrs. John E. Hayes, President  
National Congress of Parents and Teachers



## Dear Friends:

**I**F you are a new leader, may I welcome you to this great family of men and women who will guide the largest volunteer organization our country has ever known. If you are an experienced leader, promoted to a new task or serving again in the same area of interest, may I commend you on your former success and wish for you increased powers for worthy leadership. As a new school year opens I hope that you and every other parent-teacher leader will find more and better ways to make the local P.T.A. completely expressive of the highest idealism and the most devoted service that your community can produce.



Mrs. John E. Hayes

At the workshop on parent-teacher leadership, held at Northwestern University during the month of August, Kozo Yamashita from Tokyo, Japan, declared "We have learned that public education is the most important factor in a democracy, and the most important factor for the success of public education is the P.T.A." Mr. Yamashita was the recipient of the workshop scholarship awarded by the National Congress to a Japanese citizen. He is the chairman of the preorganization committee planning now for a National Congress of Parents and Teachers in his country.

Also attending the workshop was Mitsugi Tsutsui from Hiroshima, who is chairman of one of the eight regions of the P.T.A. organization in Japan. Both gentlemen are eager to carry back to their country all possible information about the parent-teacher movement and the way it functions in the United States. The P.T.A. has developed with outstanding rapidity in Japan, and it is gratifying to hear such an appraisal from one of its prominent leaders.

When I spoke at the Northwestern workshop, I said "The parent-teacher association is an interpreter of education to the parents and to the public." That statement was made with the full confidence that it is true in thousands of communities, but I am aware that it may not be true in some others. Therefore, I urge each local unit to reexamine every phase of its program to find out if it is as important to the success of public education as it could be. Will you give this matter your careful consideration? Will you discuss it with your program committee? (I hope the principal of the school is a member of that very important committee. He is in my home P.T.A.)

It is evident from current reports that the public generally does not understand completely the program of the school, modern methods of teaching, or the underlying philosophy of an education program designed to use the basic tools of learning (the three R's plus history and geography) for



developing useful, satisfying citizenship.

We recently learned of one man who boasted loudly of his plans to take his children out of the public school and place them in a private school. Upon being asked if he had recently visited their school he admitted that he had not, nor could he give a single specific reason for his "loss of confidence" in the public school. He had fallen a victim to the subtle propaganda abroad, which is designed to undermine the confidence of the public in its schools.

Think, will you, what could be accomplished if each of our 37,014 local units should develop a vital public forum on the "philosophy and program of the public school"! If teachers, administrators, and parents unite in a *working* partnership, such a goal would not be difficult. Will you do your share?

On page 8 of this *Bulletin* you will find a statement regarding the sale of candy and carbonated beverages, which the National Executive Committee adopted at its meeting in July.

In this statement we pledge still greater activity in support of adequate finance for schools, so that it will not be necessary to provide auxiliary funds from such sales, to the detriment of good nutrition habits for our children.

The June-July issue of the *Bulletin* carried the complete legislation program of the National Congress. Included is a new statement on "National Defense," which you will want every member of your unit to read. As soon as the statement is approved by thirty state congresses, it will become a part of our active legislation program.

Please note the item on "Child Labor" also. As the fall harvest season approaches and as manpower shortages increase there may be attempts to relax the child labor regulations in your area. Suitable work under proper conditions is a beneficial experience for older children, but it is in part our responsibility to see that the work is suitable for their age and strength and that working conditions are desirable and safe.

If you did not receive the *Bulletin* for June-July, please ask your predecessor for it. It is a vital part of your leadership material. Incidentally, do you know that any person can subscribe to the *National Congress Bulletin* for only thirty cents per year? All members of your executive committee need to read it. For effective work all lines of communication must be kept open.

\* \* \*

As I write this message we are scanning the papers daily, eager to find that our prayers are answered and that a

## National Congress Membership Goal—7,000,000 by April 1952

### *Dear Local Membership Chairman:*

● Because you believe that the combined strength of parents and teachers working together can help to make a better world for the citizen child in his home, his school, and his community you will:

1. Recognize first the place of importance that the work of the membership committee has in the over-all program of the parent-teacher association.
2. Arrange for an early meeting of a large, enthusiastic, well-informed membership committee, which includes such key people as a vice-president, principal or his representative, president (ex officio), publicity and hospitality chairmen, room representatives, student representative (in high school unit), and others who are keenly interested.

Keep the executive committee fully informed about the plans.

3. Plan the enrollment campaign in detail.

Study records of previous chairmen's work.

Decide on theme, goal, and dates.

Map out a sustained publicity program.

Prepare a letter of invitation for all parents (to be signed by president and principal if possible).

Set up techniques for handling money and records.

Assign a specific duty to each committee member.

Give each committee member facts about accomplishments of your P.T.A. last year.

Cooperate with the hospitality committee in arranging room or grade teas.

Plan personal follow-up calls on parents who have not joined by a certain time, using facts about the Congress and its publications to gain interest.

4. Keep accurate records and remind the treasurer to send in state and national portions of dues as directed.

5. Be friendly and enjoy your work with other members, and we will soon reach our goal for the National Congress.

Mrs. G. W. LUHR  
National Chairman  
Committee on Membership

cease-fire order has been agreed upon. Yet when that day comes we will not fall back into a comfortable lethargy, assuring ourselves that lasting peace has been achieved. Indeed, then we must arouse ourselves to the realization that peace and order can be restored only if we who are free can demonstrate to the world the worth of freedom, justice, and brotherhood, as well as the effective operation of government of, by, and for free peoples.

Faithfully yours,

*John E. Hayes*

Mrs. John E. Hayes, President  
National Congress of Parents and Teachers

### NATIONAL CONGRESS BULLETIN

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# I BELONG TO A P.T.A.

• THAT IS A UNIT OF  
THE NATIONAL CONGRESS  
OF PARENTS AND TEACHERS

## BECAUSE . . .

1. The National Congress of Parents and Teachers centers its whole interest on the welfare and education of children and youth. I want, therefore, to have a share in its work.

2. I am interested in all children everywhere. Alone I can do little. But in a P.T.A. that is part of a renowned and respected national organization which has served the home, school, and community faithfully for more than fifty-four years, I can work effectively with millions of other citizens for the things we all believe in.

3. My P.T.A.'s program of work is based upon intelligent cooperation between home and school and between parents and teachers. I, too, believe in this partnership and believe it is necessary for the finest and fullest development of the child.

4. The P.T.A. represents a cross section of the population of the community. Therefore it can draw together all citizens to discuss and act upon common problems that affect the education and welfare of children and youth. In such instances a P.T.A. that has state and national resource persons to consult can benefit tremendously from their knowledge and years of experience.

5. Membership in my P.T.A. gives me more than a local outlook. Other groups that my family and my neighbors support have state and national backgrounds—churches, clubs, lodges, education associations, and so on. I want my parent-teacher work to have the same broad perspective. I want to know that I am helping to increase educational opportunities and community resources not only for my own children but for all children. I can do this most effectively by uniting my efforts with the efforts of 6,589,516 parents, teachers, and other citizens who are working to-

gether successfully in the 37,000 P.T.A.'s of the National Congress of Parents and Teachers.

6. The platform of the National Congress of Parents and Teachers and its 37,000 P.T.A.'s is a working program. It offers guidance to groups working for equal educational opportunities and for other P.T.A. objectives: enriched home and family living, with each member sharing the family responsibilities; health and safety measures; good citizenship in our own town, state, nation, with good will toward other peoples; vocational fitness for economic independence and stability; wise use of leisure; spiritual faith; and fine character, without which all else counts for naught. I feel at home in an organization that builds its programs around these great objectives.

7. I want an opportunity to study the physical, mental, emotional, and spiritual development of my children. By joining one of the parent education study groups sponsored by my P.T.A. I have the best possible chance for such study. Parent education materials, produced and distributed by the National Congress of Parents and Teachers, are recognized as up to date, dependable, and authentic.

8. I believe in the effectiveness of a nation-wide democratic, volunteer organization in which each member may share the work and the expense. Funds for parent-teacher work come from millions of P.T.A. members, all of whom are thus entitled to participate in the affairs of the organization and assume their rightful responsibilities in directing its course. I want to pay my share.

9. The small all-inclusive membership fee—national, state, local—that I pay each year gives me an opportunity to help strengthen the entire parent-teacher

structure at the national, state, district, council, and local levels. As a participating member I can have an active part in helping to shape policies and legislation that will affect the education, health, and welfare of all children and youth.

10. My parent-teacher membership also gives me a chance to cooperate with other members who are helping to build a thoughtful, unbiased public opinion favorable to America's schools and other community agencies vital to children.

11. I am also given an opportunity, as a parent-teacher member, to add my voice to the voices of millions of other citizens whose support has enabled boards of education and other agencies to secure more funds for teachers' salaries, for improved school equipment, and for enrichment of school programs in general.

12. As a member of a P.T.A. that is part of a state and national organization, I can take advantage of the counsel and inspiration provided by conventions, conferences, workshops, and other state and national parent-teacher meetings.

13. I benefit in many ways by the help that my association receives from experienced state and national parent-teacher leaders. These men and women have devoted years of volunteer service to children and youth and to the advancement of the parent-teacher movement not only in the United States but in many other countries of the world.

14. I firmly trust in the value of an organization that has made it possible for millions of parents, teachers, and other citizens to become better acquainted with each other and to share each other's problems, hopes, and purposes.

### NATIONAL CONGRESS OF PARENTS AND TEACHERS

600 SOUTH MICHIGAN BOULEVARD, CHICAGO 5, ILLINOIS

State Office: 39 Adams Street, Montgomery, Alabama

#### ALL-INCLUSIVE MEMBERSHIP CARD

NATIONAL, STATE, AND LOCAL, 1951-1952



This certifies that

[NAME]

[TOWN]

IS A MEMBER OF THE

A UNIT OF THE STATE AND NATIONAL CONGRESS OF PARENTS AND TEACHERS AND THAT ALL ANNUAL DUES HAVE BEEN PAID.

MRS. JOHN E. HAYES

National President

MRS. A. O. HAISLIP

State President

President of the Local Association

(OVER)



# CURRENT EMPHASIS

on

## • Administration Theme

## • National Congress Platform



The  
*Citizen  
Child-*

HIS DESTINY,  
A FREE WORLD



### PERMANENT PLATFORM

THE National Congress of Parents and Teachers believes that the following goals, based on the Objects of the organization, must be reached if every child is to have an opportunity to live a full life, satisfying to himself and useful to his community:

#### 1. Good Homes

A good home is the basic unit of value in our social structure.

#### 2. Sound Health

The power of the nation depends upon the health of its citizens.

#### 3. Safety

Children need an environment free from physical hazards.

#### 4. Equalized Educational Opportunity

The public school is an indispensable training ground for good citizenship and should provide for every child an opportunity to develop to the maximum of his capacity.

#### 5. Conservation of Human Values and Natural Resources

The conservation of individual freedom, individual rights, and individual dignity has become increasingly important. Tolerance can be fostered at home and in school only through an earnest, zealous effort to appreciate the contributions of all social and racial groups and thereby achieve the common human culture envisioned in a democracy. Every child should be taught to have (1) a regard for this country's rich natural endowments, upon which depend our national life, culture, and existence, and (2) a general knowledge of how these resources may be best conserved and ever strengthened.

#### 6. Vocational Adjustment

For the individual, successful vocational adjustment means satisfaction and independence, and for society, increased stability and production.

#### 7. Constructive Leisure-time Activities

The wholesome development of children and youth is dependent in large measure upon the constructive use of leisure time.

#### 8. Civic Responsibility

The privilege of American citizenship demands acceptance of its responsibilities.

#### 9. Active Spiritual Faith

Religion has a fundamental place in our American tradition as a basic factor in personal and social behavior. Every child has a right to a religious faith.

#### 10. World Outlook

A world outlook is essential in order that our children may develop appreciation for the abilities, customs, cultures, and religions of people wherever they are.

### CURRENT EMPHASIS ON THE ADMINISTRATION THEME

THE OBJECTS of the National Congress of Parents and Teachers set forth the fundamental working principles by which we seek to promote the welfare of the child.

The *permanent platform*, adopted in 1927 and enlarged in 1941 and in 1951, enumerates ten goals essential to the well-being of every child.

The *annual platform* sets forth the needs of the child that change with changing situations in our social structure. Our world has become a neighborhood before its citizens have achieved the spirit of neighborliness and the will to exercise it. The child's needs must be met, therefore, in the framework of the world community as well as the local community.

We are firmly convinced that as the basic needs of the citizen child are met in the home, school, church, and community we will have gone a long way toward meeting his needs in a free world.

We will strive to meet those needs

#### • In the HOME by:

1. Recognizing that a sound and happy family life is the basic force in the development of mature citizens.
2. Giving the child love in terms he understands, for this is fundamental in developing trust in himself and others.
3. Providing parents with opportunities designed to bring about a better understanding of the child's mental, spiritual, physical, and emotional growth.
4. Encouraging children and adults to use everyday experiences as training for the democratic way of life, knowing that a child's faith in God and his attitudes toward others are largely influenced by the experiences he has in the family.



1. Offering the child opportunities to share home responsibilities, that he may learn how to live skillfully in the right relationship to other members of the family, thus strengthening his feeling of personal worth and his sense of belonging.

2. Interesting more families in shared work and fun, thus drawing them closer together and easing the tensions of present-day living.

3. Urging families to develop interest, and to participate, in worthy community activities, thus demonstrating that citizenship carries with it the obligation of each individual to contribute to society according to his ability.

● In the SCHOOL by:

1. Interpreting to the general public, through all media of information, the strategic place of education in a free world.

2. Giving the child opportunities to develop those social, moral, and spiritual skills needed for living in a free world, as well as those technical skills essential to vocational life in our culture.

3. Encouraging cooperative educational planning by the school board, administrator, patron, teacher, and child.

4. Securing legislation that will provide (a) adequate financial support for schools, (b) well-qualified teachers, (c) top priority in building materials, and (d) equalization of educational opportunities for all children.

5. Providing increased opportunities for home-school cooperation, such as (a) frequent parent-and-teacher conferences, (b) inclusion of youth in P.T.A. planning for community programs and projects, and (c) guidance and counseling services to prepare parents and teachers for a better understanding of the emotional health of the child.

6. Encouraging competent young people to enter the teaching profession, particularly in the elementary and special education fields.

7. Urging that in the stress of the national emergency the teaching profession be declared an essential occupation, thus safeguarding the schools for the citizen child.

● In the CHURCH by:

1. Striving to awaken in parents an awareness of their responsibility for the spiritual life of their children.

2. Encouraging family church attendance and participation in church activities.

3. Vitalizing for youth the great spiritual truths in all religions that stress the worth of the individual.

4. Encouraging home and church to cooperate in premarital and parental counseling that will strengthen the spiritual foundation of the family.

5. Encouraging interdenominational and interfaith activities as a means of achieving those common aims of mankind that are essential to world peace.

● In the COMMUNITY by:

1. Promoting friendliness among families; encouraging family participation in community activities; and helping children, youth, and adults to appreciate and value similarities and differences in family and neighborhood living.

2. Encouraging practice of the democratic process in the local community through (a) surveys, in which both youth and adults participate, to determine the total needs of the community; (b) open forums on matters of community concern; and (c) social, economic, esthetic, recreational, and



The national officers and chairmen and the speakers take their places on the platform for the first general session of the 1951 national convention. The huge sign, "Welcome P.T.A.," is made entirely of fresh flowers. Six thousand yellow, white, and red gladioli were grown by P.T.A. members in Vero Beach and Bradenton, Florida, especially for this floral display.





Delegates and guests find seats in the main hall of the Miami Beach Municipal Auditorium for the opening session of the 1951 national convention. The ushers are dressed in the colorful costumes of Florida's Seminole Indians.

religious activities that include all racial, national, and religious groups.

3. Cooperating with community agencies whose programs contribute to the safety, health, emotional stability, character growth, and welfare of the child; and helping them make it possible for every child to become a part of organized group activities.

4. Carrying out the National Congress civil defense program in such manner as to give maximum protection to children's lives in case of disaster and at the same time to produce a minimum of emotional stress and strain.

5. Stimulating and actively supporting legislation for the protection and care of children and youth.

6. Working toward improvement of motion pictures and the various programs carried through other mass communication media, such as radio and television.

7. Encouraging citizens to observe those trade practices that will contribute to a stable economic situation, and prevent undue inflation and its disastrous results.

8. Endeavoring to implement the findings of the 1950 White House Conference on Children and Youth in every possible way, especially through community cooperation.

● In the WORLD COMMUNITY by:

1. Demonstrating our unalterable belief in the United Nations as the organized community of nations through which peace is possible, urging the study of its purposes, achievements, and potentialities with particular emphasis on the United Nations agencies affecting the welfare of children.

2. Urging support of the international education projects of the National Congress.

3. Encouraging the world-wide growth of the P.T.A. idea through an international conference, correspondence between local associations in our country and other lands, and letters and gifts exchanged among the children of the world.

4. Encouraging a continuation and expansion of the international program of teacher and student exchanges, and welcoming these teachers and students as friends and co-workers when they come into our communities.

5. Promoting a study, in both home and school, of the great historical documents of citizenship and democracy, such as the Declaration of Independence, the Constitution of the United States, the Charter of the United Nations, and the Declaration of Human Rights; and recalling in this study the trials and problems that beset the founders of our nation, so as to appreciate the magnitude of the problems facing today's leaders who are trying to build a united world.

6. Giving wholehearted support to a program that provides for the professional preparation, selection, and advancement of those who pursue careers in our diplomatic corps and other branches of government, in order that a high type of individual—with integrity, intelligence, and devotion to the ideals of democracy—may be encouraged to enter and remain in government service.

## CONCLUSION

WE ARE convinced that the citizen child's needs in a free world will be met ultimately by what we are able and willing to do in the home and community, where children grow, learn, and develop character. The effective functioning of the local unit is therefore the most important aspect of the parent-teacher movement. The child's needs will be met as local associations throughout this great country and in far-away places work together—through state congresses, the National Congress, and international federations—to provide opportunities and create conditions in the home, school, church, and community by which the child may develop qualities necessary to build a free world. It may be that today's child needs most of all a generation of adults so fervently devoted to the achievement of peace, order, justice, and freedom that no task is too difficult to attempt and no sacrifice too great if it leads toward that noble goal.



## New Board Member Elected



Warren S. Freeman

● At a meeting of the Board of Managers of the National Congress of Parents and Teachers at Miami Beach, Warren S. Freeman, dean of the college of music at Boston University, was elected national chairman of the Committee on Music.

In addition to his work in music education in public schools, teachers' colleges, and universities, Mr. Freeman has found time to write many books and articles, including *The Story of Music*, *Songs To Sing*, *The Children's Record Book*, *Recordings for the Elementary School*, and *Time and Tune*. Among his other activities he is a director of the New England Opera Theatre and is a member of the Music Educators National Conference, a department of the National Education Association.

He is the father of three young children and lives at Auburndale, Massachusetts.

Mr. Freeman succeeds Mrs. J. W. Heylman, the newly elected vice-president from Region IV.



On display at the Indiana convention, held in April at Indianapolis, was the Gold Book, which contains the names of those who have contributed five dollars or more to the state's national headquarters fund. Looking over its pages are David E. Lindstrom, national chairman, Committee on Rural Service; Mrs. Bert C. McCammon, state chairman of the national headquarters fund; and Mrs. Joseph Walker, retiring president of the Indiana Congress.

## 1952 Convention

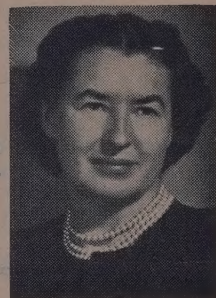
● The 1952 national convention will be held May 19, 20, 21 in Indianapolis, Indiana.

# For the Spirit's Hunger

● A new series of articles by Bonaro Overstreet

● STARTING IN THE SEPTEMBER 1951 ISSUE OF  
NATIONAL PARENT-TEACHER:  
THE P.T.A. MAGAZINE

● We asked Mrs. Overstreet to tell us what she had in mind for this series. She was very happy to do so, and here is her reply:



Mrs. Overstreet

**P**RIVATION can result from either a lack of resources or a failure to use resources; and the sensitive person who looks down from the hilltop of compassion and weeps over the wide Jerusalem of human folly and sorrow may find it hard, today, to know which type of tragedy most merits his tears.

If there is heartbreak in the spectacle of men and women struggling all their lives to make do with resources that can never be enough, there is heartbreak of a different order in the spectacle of their having within reach resources they blindly overlook or blindly squander, so that they live and die as deprived as though no resources were there.

This double tragedy of privation is acted out on the spiritual level of life no less often than on the physical. The emaciation of the human mind and heart is as real—and as pathetic and destructive—as the emaciation of the human body. In our particular age, in fact, spiritual privation is what most deeply threatens our personal happiness and the future of the human race; for if we were, now, spiritually thriving, we could and would go far toward solving the physical problems of human need.

● It is with this fact in mind that I have geared my articles for the year ahead to the title "**For the Spirit's Hunger.**" In each article I want to take one spiritual insight and examine what it might mean to us if, instead of merely verbalizing it, we acted it out.

The insights I have chosen are not new. I have deliberately taken them from the basic spiritual source books of our western civilization: the Old and New Testaments. Each chosen text is so familiar that most readers who glimpse the first words will be able to complete the quotation without further reference to the printed page. Yet the meaning of each, I believe, awaits further exploration. Certainly each awaits a more informed and dedicated application; for if we were applying these insights in our individual and institutional lives, the world would not be in its present plight.

What I shall try to do, in short, throughout the year ahead, is to build up out of insights already long known to us a cumulative picture of the kind of personality that has spiritual distinction, inner peace, and social influence. I hope that many P.T.A.-ers will join me in my month-by-month exploration of the psychological meanings of these cherished spiritual declarations; for it is, in peculiar degree, to the parents and teachers of our land that we must look for the building of a healthy new climate of opinion and behavior—one that is infused with intentions high enough and strong enough to do justice to the nature of man and of the universe that is his home.

*Bonaro W. Overstreet*

THE TITLE OF THE FIRST ARTICLE IS:  
**THE DANGER OF FALSE GODS**



# STATEMENT CONCERNING THE SALE OF CARBONATED BEVERAGES, CANDY, AND OTHER CONFECTIONS IN SCHOOLS OPERATING LUNCH PROGRAMS

(Adopted by the Executive Committee of the National Congress of Parents and Teachers, July 1951.)

THE National Congress of Parents and Teachers, aware at all times of the needs of children, has recognized the need for a sound program of nutrition education in the schools by creating the parent-teacher School Lunch Committee. The purpose of the committee is to assist schools in developing a program that will give growing children experience in building sound food habits so necessary for their health and well-being.

The sale of carbonated beverages, candy, and other confections in schools may interfere with effective nutrition education. Many children spend lunch money for these less nutritious foods and are at the same time deprived of a valuable learning experience. In this connection we call attention to a similar statement made by the Council on Foods and Nutrition of the American Medical Association.

We recognize that the sale of these items in schools is an *administrative*

problem and that the responsibility of the parent-teacher organization is *interpreting to parents* the dangers involved in substituting these items for milk and other more nutritious foods in the child's diet, so that parents will give administrators the backing needed to remedy this situation.

We also rededicate ourselves in this time of national emergency to the continuing task of providing adequate public support for schools, in order that administrators may not feel the pressure for school funds great enough to demand the sale of such items, the profits from which supply auxiliary funds needed in many schools for enrichment materials.

We have increasing confidence that school administrators in any community, when they have the complete cooperation of parents, can make any change in practice found necessary for the welfare of our children.

## Honored by State Congress



Mrs. Marshall

● In recognition of her untiring service as state chairman of radio and television, Mrs. Elizabeth E. Marshall was presented with a life membership in the National Congress of Parents and Teachers at the banquet of the Illinois Congress convention.

The following tribute to Mrs. Marshall accompanied the membership scroll:

*Because of our heartiest admiration for her outstanding efforts in the field of education as well as of radio and television, we, the friends of Elizabeth E. Marshall, are proud to present her with a national life membership and herewith commend her for her most inspiring leadership.*

## October 24 is United Nations Day

Helps for planning special programs may be obtained from the National Citizens' Committee for United Nations Day, 816 Twenty-first Street N.W., Washington 6, D. C.

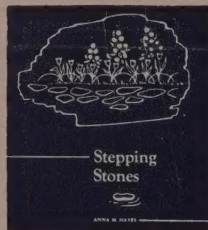
## Join the Crusade for Freedom

● Last fall 16,000,000 Americans joined the Crusade for Freedom, making it possible to install the World Freedom Bell in Berlin where it rings out daily. In addition more than \$1,000,000 was donated for the establishment of the Radio Free Europe station, which is steadily undermining the influence of Communism.

This month a new Crusade gets under way. It is hoped that at least 25,000,000 people will enroll and that contributions will reach the \$3,500,000 mark. Then more transmitters can spread the truth behind Europe's Iron Curtain, and broadcasts in the Far East can be started as the beginning of a counteroffensive against Communism in Asia.

For further information write Crusade for Freedom, 308 Empire State Building, New York 1, New York.

## STEPPING STONES TO HEADQUARTERS!



● Mrs. John E. Hayes, president of the National Congress of Parents and Teachers, has donated a collection of her poems to the Congress for the National Headquarters Fund. These poems are published in an attractive booklet entitled *Stepping Stones*. Here are several of the titles:

Together We Build  
When You Pray  
For Every Child  
What Makes a Home?  
My Son

The Harvest  
My Neighbor  
My Christmas Wish  
City Child  
When Peace Shall Come

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